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ABSTRACT

This handbook is designed to aid in the implementation of a Career Education PLUS (planning, learning, understanding, and succeeding) class that is built upon the concept of experience-based career education. Following an introductory section, the first of five additional sections outlines steps that should be taken to determine the interest and need in the school district. Section 2 suggests procedures for involving the community in program activities. Focusing on the Career Education PLUS curriculum, section 3 describes six curriculum activities that can be implemented in the program. The final two sections discuss adopting the program and putting the program into effect. Appended material includes community agreement forms, a sample project format, a list of competencies, and a Career Education PLUS curriculum path model. (LRA)

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CE+ IMPLEMENTATION HANDBOOK

CAREER EDUCATION PLUS

Planning
Learning
Understanding
Succeeding

Career Education Plus is a cooperative effort of:

- The State Board for Vocational Education.
- The Minot Public School District.
- North Dakota Job Service utilizing CETA funds.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 024 141

Career Education Plus

A manual designed to help school district personnel establish a youth career education program in their districts and communities.

Prepared By:

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This document is made possible with CETA funds through North Dakota Job Services in cooperation with the North Dakota State Board for Vocational Education and the Minot Public School District No. 1.

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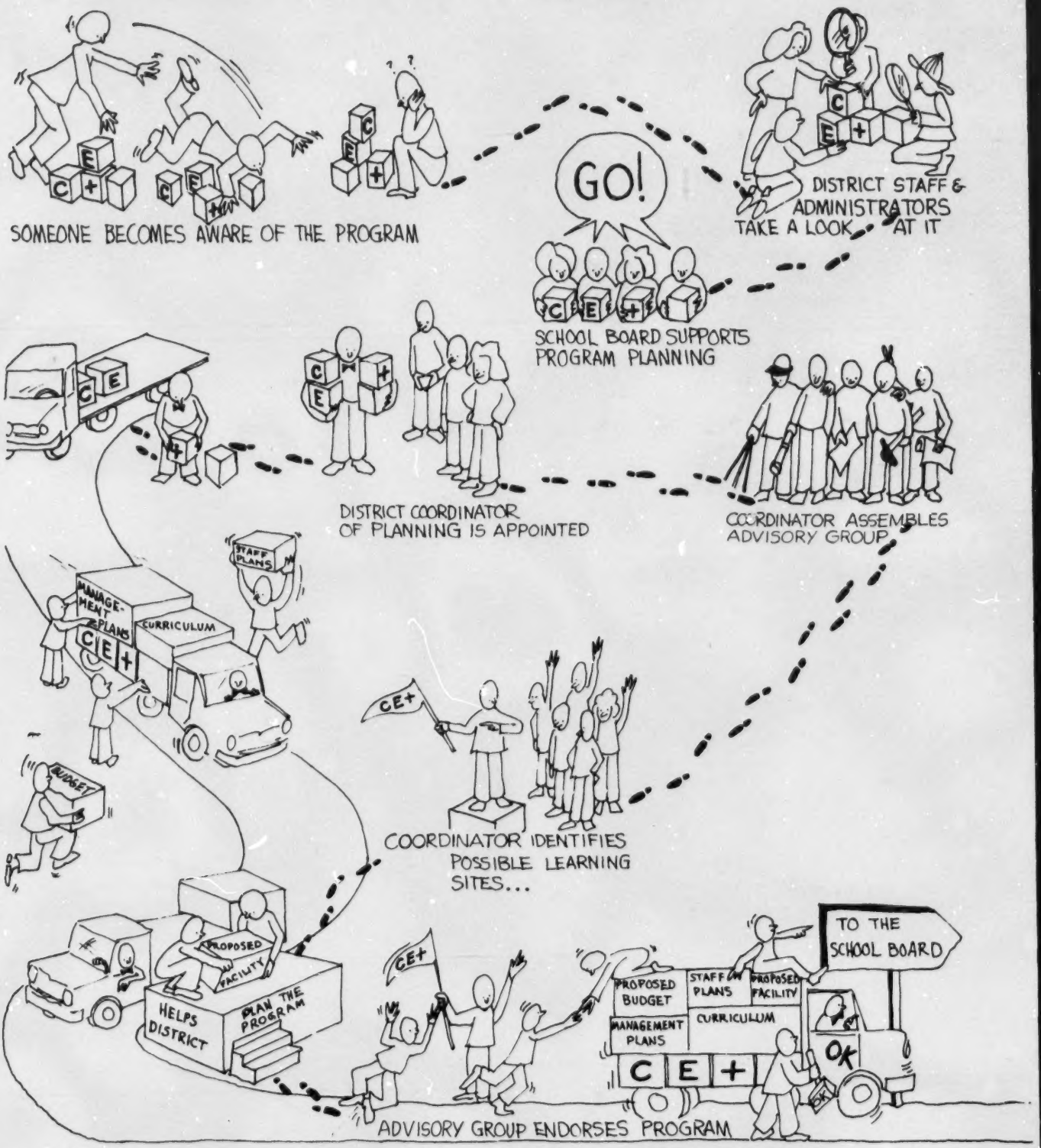
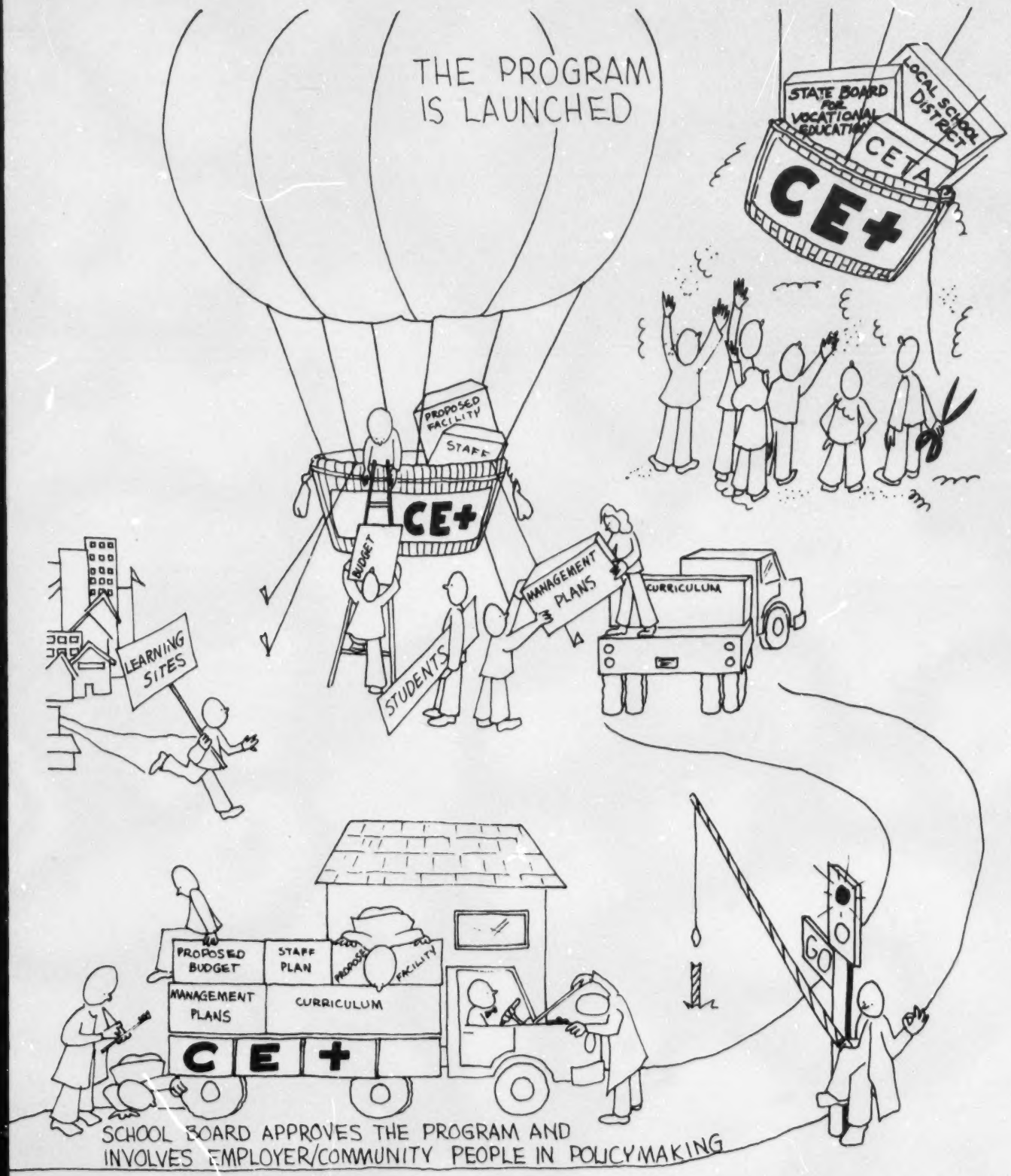
HOW IT ALL BEGINS...




THE PROGRAM IS LAUNCHED
STATE BOARD FOR VOCATIONAL EDUCATION
LOCAL SCHOOL DISTRICT
CETA
CE+
PROPOSED FACILITY
STAFF
CE+
BUDGET
STUDENTS
MANAGEMENT PLANS
CURRICULUM
LEARNING SITES
PROPOSED BUDGET
STAFF PLAN
PROPOSED FACILITY
MANAGEMENT PLANS
CURRICULUM
C E +
GO
SCHOOL BOARD APPROVES THE PROGRAM AND
INVOLVES EMPLOYER/COMMUNITY PEOPLE IN POLICYMAKING

AN INTRODUCTION TO CE+

Career Education PLUS (Planning, Learning, Understanding, and Succeeding) is a class built upon the concept of experience-based career education (EBCE).

Experience-Based Career Education (EBCE) is a fundamentally different type of education for secondary students. While students in traditional programs attend full-day classes at the high school, EBCE students spend a portion of their time on learning projects in the community. Activities in EBCE are tailored to individual needs, abilities, learning styles and goals, and students are guided in their learning through ongoing relationships with a variety of working adults in the community.

Through real world interactions with adults, EBCE students learn about careers, about life, about other people, about themselves. In addition, students learn the basic skills of critical thinking, science, personal and social development, functional citizenship and creative development. They gain competence in the skills adults need to function effectively in a technological society. They learn to be responsible by helping design their own learning activities and by following a set of accountability standards that parallel the standards working adults are expected to maintain on the job.

Perhaps most importantly, students in EBCE learn how to learn: how to plan learning activities, how to find and use resources in the community and how to build on experience. Learning becomes for them a lifelong process with its own rewards directly related to each individual's personal choices and goals.

CE + students benefit from a two-fold objective: that of strengthening the relevancy of education, and that of obtaining a more realistic picture of the business and labor structure in their community.

Career Education Plus helps bridge the gap between school and work by providing experiences that will help students realize the relevancy of subjects in their curriculum. Students participating in work experience in the community will see the reasons behind the subjects they are taking and the skills obtained in these subject areas.

Another objective served by a career education program is to lower the level of youth unemployment in the community. Through exposure to the work base, students gain a more realistic understanding of what exists in the world of work. Employers, on the other hand, will realize the great potential of youth as employees. They will also benefit by seeing that students from all backgrounds and of all abilities can serve as useful employees if given the opportunity.

An experience-based career education program can be designed to serve students with academic, socioeconomic, and physical handicaps. These groups, along with the other youth served in the program, will be exposed to the advantages of their education as a vehicle to improve their economic situation, their social standing in the community, their individual abilities, and, in the case of the physically handicapped, their usefulness in jobs available to them.

A career education program also attempts to bring to the student the role of economic in-

dependence and self-reliance in the adult world through the process of decision-making and preparation that leads to an independent role.

An additional goal of a CE+ program is to bring public education closer to such manpower agencies as vocational education, Job Services of North Dakota, and others. The cooperation among these bodies and the local district is necessary for harmonious implementation of the program.

The societal objectives of a career education project include helping all individuals to: (1) want to work, (2) acquire skills necessary for work in these times, and (3) engage in work that is satisfying to the individual and beneficial to society.

SETTING THE STAGE

Your community and school district must feel a need for the CE+ concept to be a part of the overall curriculum. Steps that you should take to determine the interest and need in your district are as follows:

(1) Meet with your building administration and discuss the CE+ concept and the possibility of such a program in your district.

(2) If you have interest on the first step, make arrangements to approach your local school board and receive a preliminary commitment from them. It will be very important that you are familiar with your school district policies. You may be asked to address questions concerning CE+ that pertain to district policy. The program operation may need some modification to meet local district needs, concerns, and/or requirements.

(3) After school board approval, attempts must be made to secure some initial contracts with the business community.

(4) When you have succeeded with steps 1, 2, and 3, you are on your way to establishing your own program. You should now decide on the number of students you will attempt to serve and the staff needed to meet your goals. When considering staff, two hours per day of coordinating time should be established for the project coordinator. Additional staff personnel and responsibilities will depend, of course, upon the scope of your program.

(5) Budget development will be a very important part of your program planning. After you have determined the number of students you will involve in your program and the staff members who will work with them, your budget can be established. Some areas to consider when developing a budget include:

   (a) Staff salaries.

(b) Insurance costs for students.

(c) Travel and transportation costs for staff and students.

(d) Supplies and materials to be used.

(e) Equipment needed to operate the program.

CE+ programs are funded on an annual basis and your district does not have any further commitment other than for the year in which you request funds. It is very possible that the State Board for Vocational Education and CETA (thro gh ND Job Services) in cooperation with your local school district will continue to financially support the program after the first year.

INVOLVING THE COMMUNITY

The community is a vital part of your CE+ program. It is important that at this point your district identify the community liaison. This person must now contact various community businesses and establish a minimum number of job sites that will be made available to program students.

"The Community Resource Person's Guide," produced by the Northwest Regional Educational Laboratory is an excellent tool to use when recruiting community sites. If interested, the guide will be made available through the CE+ project in Minot. Additional materials which might prove helpful when working with employers and job sites are included in Appendix A.

An advisory committee is a vital and necessary part of the total program. Involving parents, students, educators, as well as community people on this committee is important to the overall operation of the project. This group should be formed as early as possible with the idea that additional people could be added later as deemed necessary.

Some additional activities that you may wish to consider when informing the community of program activities may include:

(a) A program newsletter which would be published by the program staff perhaps monthly or bi-monthly informing the general public of program activities and progress.

(b) Visits to service clubs in the community to inform them of your plans and solici. their assistance in obtaining possible job sites.

(c) Displays in various community businesses or centers.

(d) Public service spots and/or news releases to local or area radio/tv/newspapers.

(e) Presentations to PTA/PTO groups as well as other citizen groups.

(f) Surveys sent to potential community sites and employers.

THE CE+ CURRICULUM

Before you consider actual components you may wish to include in the career education program curriculum, you will want to determine whether your program will run for nine weeks, a semester, or an entire year. You will also need to determine whether your career education program will be a separate class or whether the activities will be infused into present classes (English and social studies classes seem to work best). If it is decided that your district wishes to offer career education activities through a separate class, you will need to determine how much credit will be awarded to participating students. (Offering the class as an elective may be one option to consider.)

One of the real strengths of the CE+ concept is that the total program, or any part of the program, may be adapted to meet the needs of your individual district. All or any of the curriculum activities could be used in an existing class or combined in a totally new class. A semester program using a two-hour per day block of student time is used in the Minot project, with all students, grades 9-12, being eligible to participate in the program.

Additional latitude is available to the local district in terms of whether the program's curriculum will be individualized or the same for all program participants. Enthusiasm for the program seems highest when students' learning is individually planned in terms of the various curriculum areas. CE+ staff members in the classroom, therefore, become managers of the learning process (Learning Managers) as opposed to "traditional teachers."

The various CE+ curriculum activities that you will consider implementing in your own program include:

(1) **Explorations** — To gain exposure to jobs that they may be interested in, all students visit different places of business in the community. During these explorations, students examine the nature of the work and the job functions performed by workers at the site.

Explorations usually work best as short-term visits (two hours per day for three to five days). During the student's visit to the job site he may be involved in either observation or hands-on experiences. An exploration guide or workbook can be developed which students will complete while at the job site. (An example of the exploration guide is available from the CE+ program in Minot.) See Appendix B.

(2) **Projects** — One of the ways students learn in a CE+ program is through projects, a package of learning activities completed at the classroom, job sites, and various other community places. Some of the projects may be "pre-written" meaning that the activities are

already laid out for the student; other projects may be individually "negotiated" meaning that the CE+ learning manager and student together write the activities, decide on the resources, and establish criteria to measure the student's performance.

Projects may be career oriented or leisure-time oriented, and fall into five broad categories: personal development, science, social studies, communications, and commerce.

Sample projects are available from the Minot CE+ program. In addition, the sample format used for a project can be found in Appendix C. Appendix C also contains steps to follow when developing projects.

(3) **Basic Skills** — Basic skills of reading, writing, speaking, listening, and computing are practiced by CE+ students. Students are expected to grow in their understanding of how basic skills vary with different careers and how to adjust to meet skill levels required by occupations that interest them.

Basic skills activities may be incorporated into project activities, job explorations, or group class activities. In addition, you may want to consider using supplementary (and remedial, if necessary), materials to be used by all students in the program.

(4) **Competencies** — Today's society requires many different skills of all adults if they are to function effectively. These skills include such activities as insuring oneself, making application for employment, working with credit, and budgeting one's money. Competencies give the students the opportunity to gain the knowledge needed in these areas and also introduce them to people in the community to whom they can go for help.

In planning the specific survival skills or competencies, the career education staff should follow four specific steps:

(a) The staff should identify those skills in which they would like students to become competent. While the Minot CE+ program has identified fifteen, you may wish to include others.

(b) The staff should familiarize themselves with the competency areas by reading literature and talking to experts in the community to get a clear idea of what information and activities would be most helpful in preparing students to cope with the tasks identified.

(c) The staff, with input from community experts, should identify the specific steps students will take in order to become competent in the individual areas.

(d) The final step of each competency should involve the community expert "certifying" each student as competent. The staff should keep the certifier informed of the activities in which students are involved. Communication between the CE+ staff and the community certifiers should be frequent in order to identify any problems and to constantly update and improve the entire process.

The fifteen competencies used in the Minot CE+ program are included in Appendix D. Additional information is available from the Minot staff.

(5) **Work Experience** — An optional phase of the CE+ curriculum for CETA eligible participants is the work experience component. This involves a short-term and/or part-time work assignment with a public employer or a private nonprofit employing agency which is designed to enhance the employability of individuals by providing them with experience on a

job, an opportunity to develop occupational skills and good work habits, and an opportunity to develop specific occupational goals through exposure to various occupational opportunities. Work experience in the private, for-profit sector is prohibited.

(6) **Other** — Additional student activities that you may wish to include in your curriculum include: (a) **student seminars** (class meetings) when students may do awareness activities, hear a guest speaker, view a career film, etc., (b) **journals** which consist of the student keeping a daily written record of his/her experiences and provide an opportunity for the student to communicate his/her thoughts and feelings with the learning manager (See Appendix E), (c) **learning levels** which provide an in-depth work experience for the student at a job site for a period of two or three weeks.

Additional information on any of the above optional activities is available upon request from the Minot CE+ staff.

An overview of the entire CE+ curriculum with its components and strategies is included in Appendix F.

Once you have established your curriculum components and have determined how you will proceed with the activities (separate class or infusion into present classes), you will want to set minimum program requirements for all participants. A grading scale or system will also need to be developed.

ADOPTING THE PROGRAM

When the staff is selected, the curriculum developed, the job sites confirmed, and all plans finalized, you may want to inform the administration and school board, and secure final approval, if it has not yet been obtained. At this point, you may want to consider having an in-service session for all district staff members so that all certified personnel feel that CE+ is a part of the curriculum and that the program could be an asset to them in their individual areas. A sample agenda of an in-service session for staff members is included in Appendix G.

After your specific student participants are selected, you may also want to host a similar session for parents and/or business people who will be serving as employer instructors at the job sites.

Another consideration for the CE+ staff is that of developing a student handbook or manual with program rules and regulations, requirements, step-by-step curriculum outlines, and other pertinent information. A sample student handbook used in the Minot program is available upon request.

The staff will also want to determine what method of record keeping will best serve their purposes in order to chart student explorations, competencies, projects, and additional activities. Sample record keeping forms used in the Minot program are available upon request.

PUTTING THE PROGRAM INTO EFFECT

During the first week of CE+, particularly if the program is to be a separate class, you may want to set aside a number of days to use as student orientation. During this time, you will want to familiarize the students with the various parts of the CE+ curriculum, announce participating job sites, review grading procedures and requirements, assess students' interests and aptitudes, and any additional activities you need to include. A sample agenda of a student orientation schedule is included in Appendix H.

Once your program is underway, you will want to evaluate your progress periodically by surveying students, parents, employer instructors, and, of course, the CE+ staff itself. This can be done by developing your own written surveys, by informal discussions, or a combination of methods.

The Minot CE+ staff is available to do on-site training and in-service sessions for your local staff, school board, or other community groups.

Appendix A

THE COMMUNITY IS THE SCHOOL

Open Your World To Students

With your help, the doors can be opened to a variety of learning opportunities within the community where students can have an early exposure to the world outside school. CE+ gives students first hand experience with adults working in the community, making decisions, performing tasks, and coping with the day to day problems of living.

How Can You Help?

The key to the program's success is the Employer Instructor — an adult like yourself who is willing to share knowledge, skills, and experience with interested students. If you volunteer as an Employer Instructor, CE+ staff members will meet with you to identify the kinds of learning activities you could share with students. You. relationship with a student is voluntary and its terms and duration are negotiated by you, the student, and CE+ staff members.

Why Should You Participate?

The success of CE+ provides long range advantages to students, employers, educators, and the community. Young people become better educated to fill entry-level jobs, enter training programs, advance in their occupational roles, or enter college with a full understanding of their own goals. CE+ offers some additional advantages to you as a volunteer Employer Instructor:

- As a concerned adult, you can exert a positive influence on the lives of young people by helping them with their education and career choices.
- You can help break down the "generation gap" through your day-to-day exchange of opinions, values, and viewpoints with students.
- Involvement in CE+ is an opportunity for your personal growth. As you share in your skills, experiences, and knowledge with a student, you can learn more about yourself.
- You can gain the satisfaction that comes from helping a student learn about himself and others, and about how to live and work in the world outside of school.

If you would like to learn more about CE+ or become part of this program, please contact the CE+ staff at Central Campus High School.

Appendix A

Intent and Training Agreement — Career Education Plus

_____

(Company) (Address) (Phone No.)

This agreement certifies that Minot High School students enrolled in CE+ at Central or Magic City Campus and who are 14-18 years of age will work under the Minot Public Schools career education program for_____ hereinafter
(Name of Firm)

referred to as "work station," which is engaged in _____.
(Type of Business)

It is understood that this period of training will not exceed a total of 30 clock hours. The training schedule will be arranged jointly by the work station and the student. During the training period the student will be supervised by_____.
(Name of Person)

It is further understood that because this work experience is a training situation the student will receive no compensation for this stated period of time. The work station agrees that they will function as a training station to provide "hands-on" experience to the student during the training period which shall be of a variety which will contribute to the total career awareness learning experience of the student.

The work station and the Minot Public School District No. 1 agree that any injuries resulting during the training period in the performance of training related activities will be reported to the North Dakota Workman's Compensation Bureau in accordance with Chapter 65-07 of the North Dakota Century Code and the judgment of the Bureau will be final recourse.

The parents and/or guardians of the student have certified that the student is in good health and that this training program will not aggravate any preexisting injuries or health problems.

All participating parties agree that:

1. The training, even though it includes actual operation of the facilities of the work station, is similar to that which would be given in a vocational school.

2. The training is for the benefit of the trainee or student.

3. The trainees or students do not displace regular employees, but work under their close observation.

4. The work station that provides that training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded.

5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

6. The work station and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

*Our firm will provide learning experience for a maximum of_____ students, ages 14-18. We will have the opportunity to interview the students prior to beginning their learning period. The time the student will be with our firm will be by mutual agreement between both parties, but will not exceed five days per week or three hours in any one day without a written waiver from school personnel.

We understand that students will comply with our rules as specified, will report promptly to work assignments, or will call our employer instructor if unforeseen circumstances interfere.

Our employer instructor for this program will be _____

_____

Position Phone Ext.

Time Arrangement _____

Level of Student Involvement

Exploration Level _____ Learning Level _____

*This agreement may be terminated at any time upon the recommendation of the work station, the student, the school, or the parents of the student.

_____ _____

(Work Station) (Date)

_____

(Representative of School District)

Appendix A

Exploration Guide For Employer Instructors

Thank you for accepting_____ for an exploration. In order for this experience to be successful, the following steps are important.

_____ WELCOME student and reach agreement on schedule for full exploration experience.

- establish attendance contract with student
- record hours and days on contract form
- be sure both you and student sign the form
- retain one copy for your records

_____ ORIENT student to your site.

- give student a tour
- introduce student to people, places, and things
- cover the mission of your company — its products and services, its policy and standards

_____ INFORM student of career opportunities.

- discuss Career and job attitudes with student
- help student with Exploration Packet (picture taking, interview)
- discuss how you got your job and opportunities in your field — the big picture

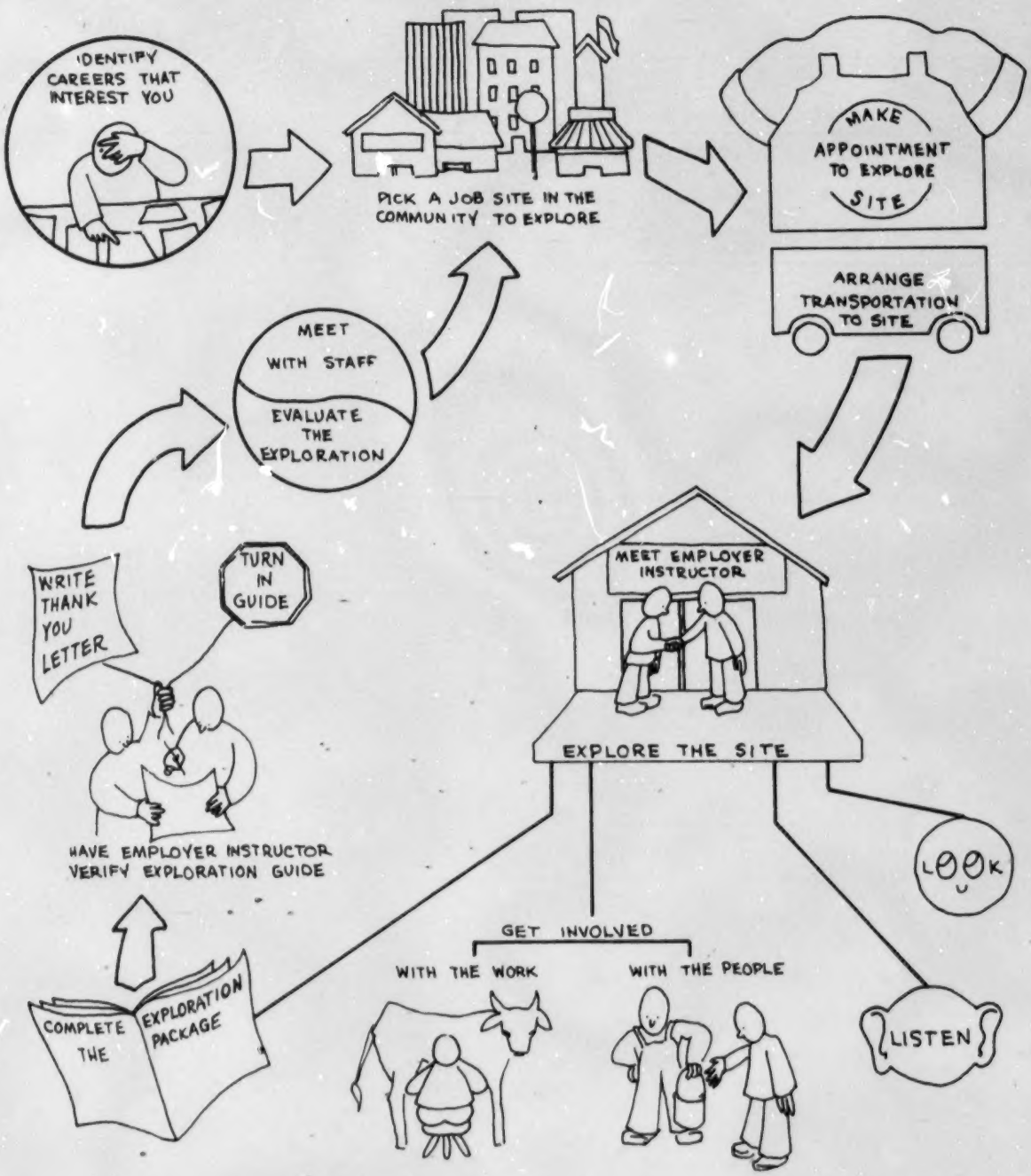
_____ CERTIFY the experience.

- debrief student on the last day
- enter comments in Exploration Packet
- discuss student's interest in returning for a longer experience (Learning Level)

_____ VERIFY student attendance by signing the employer instructor report card. We must have this card to credit the student's experience.

Appendix B

STUDENT PATH FOR CAREER EXPLORATIONS



SAMPLE PROJECT FORMAT

Communications, Commerce, Social Science, Personal Development, Science

STUDENT NAME Your Name

LIFE SKILLS AREA Each project is in one of the five Life Skills areas. The name of that area goes here.

PROJECT TITLE The Name of the Project

COMMUNITY SITE/INSTRUCTOR Your EI's name

SCHOOL STAFF RATIONALE:

In this space your Learning Manager writes what this project is designed to help you learn and why it is an important part of your learning plan.

Starting Date_____
Target Date_____
Date Received_____
Completion Date_____

STUDENT RATIONALE:

In this space you write your reasons for wishing to do this project and what you expect to learn from it. This rationale is always written before you begin to work on the project. You can then go back to it after the project is completed and see how well you met the goals you established.

PROJECT EVALUATION:

Your Learning Manager will use this space to evaluate the entire project after all activities are completed. You are always encouraged to talk these comments over with your Learning Manager

RECOMMENDATIONS:

Based on the evaluation of your work on this and previous projects, your Learning Manager will recommend further work that would be helpful to you.

ACTIVITY Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA *(Specify criteria during negotiation)*
This area of the project lists specific things that you will do to complete this activity. For each item in this list there will be a corresponding product in the right hand column on this page.	This column suggests people and other resources which may help you to complete the tasks outlined in the activity column. You are encouraged to find and use resources that may not appear here.	This column lists the specific things which you will produce and turn in to your Learning Manager for evaluation. These items are many and varied and will demonstrate your completion of the tasks listed in the left hand column. Specific criteria may be added to describe the level of performance you are to achieve. All items are totally negotiable. You are urged to identify creative alternatives and share them with your Learning Manager prior to completing the tasks.

SCHOOL STAFF EVALUATION:

Here your Learning Manager will evaluate the work you have done on this activity as specified above. Evaluation will be in terms of how well you have accomplished what was negotiated and listed above.

Appendix C

Reasons For Projects

1. Allows students to explore and refine personal interests and concerns.
2. Provides students with a way of understanding how to apply general studies and learning processes to real life situations.
3. Involves students in a process that fosters insight into their present learning habits and eventually lifetime learning skills.
4. Allows students specific learning activities individualized on the basis of abilities and characteristics.
5. Helps students achieve further proficiency in the performance of Basic Skills and in the application of thinking techniques.
6. Provides a standard process of learning for all CE+ students yet allowing for individualization and self-direction.

Steps To Follow When Developing Individual Projects

1. Start with the student. With a student's interests, abilities, dreams, experiences in mind, select a topic.
2. Develop several varied activities the student can do to "explore" his/her topic.
3. Determine various resources the student can use to secure information about his/her topic for the individual activities.
4. Negotiate the product or criteria upon which each activity will be evaluated.
5. With the student, establish a target date of completion.
6. Put the project into proper form.

Appendix D

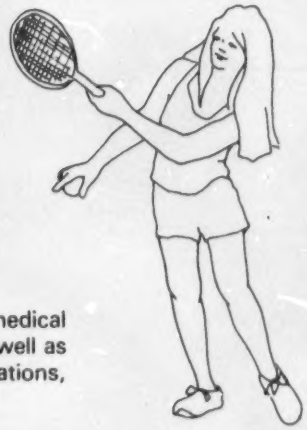
Competencies

No. 1 - Credit

This competency will acquaint you with the use of credit and credit cards. You will learn how to complete an installment contract for a loan as well as an application for a credit card. You will also learn how to compute the amount of interest you are being charged and learn the terms and conditions of borrowing money.

No. 5 - Budgeting

You will learn the steps to take in setting up a budget and you will make out a budget for a family of four for one year.



No. 2 - Maintaining a Checking Account

This competency is designed to teach you how to make an application for opening a checking account, how to write a check and how to balance your bank statement.

No. 6 - Your Medical History

You will fill out a personal medical history form on yourself as well as learn of the common inoculations, allergies and infections.

No. 3 - Insurance

This competency will familiarize you with the concept behind insurance and its history. You will also become familiar with the various types of insurance, such as life, health, property, liability, auto and fire insurance.

No. 7 - Fire, Police and Physical Health Emergencies

Demonstrate a knowledge of fire prevention and effective action in fire, police and physical health emergencies.

No. 4 - Filing State and Federal Taxes

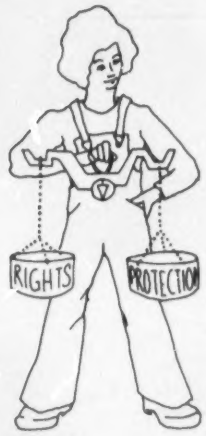
Given hypothetical information you will complete a state income tax form and the Federal tax Forms 1040 and 1040A.

No. 8 - Elections

Demonstrate an understanding of the political subdivisions and the process of candidate selection. Demonstrate an ability to complete a paper ballot and apply for an absentee ballot. Show an understanding of the responsibilities of election officers.

No. 9 - Structure and Function of Local Government

You will be able to show an understanding of the job, duties, obligations, and authority of elected and appointed officials. Explain ways in which you can hold an official accountable and show an understanding of the effects of lobbying practices by interest groups and individuals.



No. 10 - Legal Rights

Demonstrate an understanding of consumer contracts and the rights of a consumer under the law.

No. 11 - Make Appropriate Use of Public Agencies

You will apply for a social security card. Attend a seminar on the services offered by public agencies in the area. Gain an understanding of property tax and how it is computed.

No. 12 - Application for Employment

By completing this competency you will learn how to fill out a job application form, prepare a resume and conduct yourself in an interview situation.

No. 13 - Finance and Maintain an Auto

You will gain an understanding of the various costs involved in owning a car and you will learn how to complete a maintenance schedule.

No. 14 - Cold Weather Survival

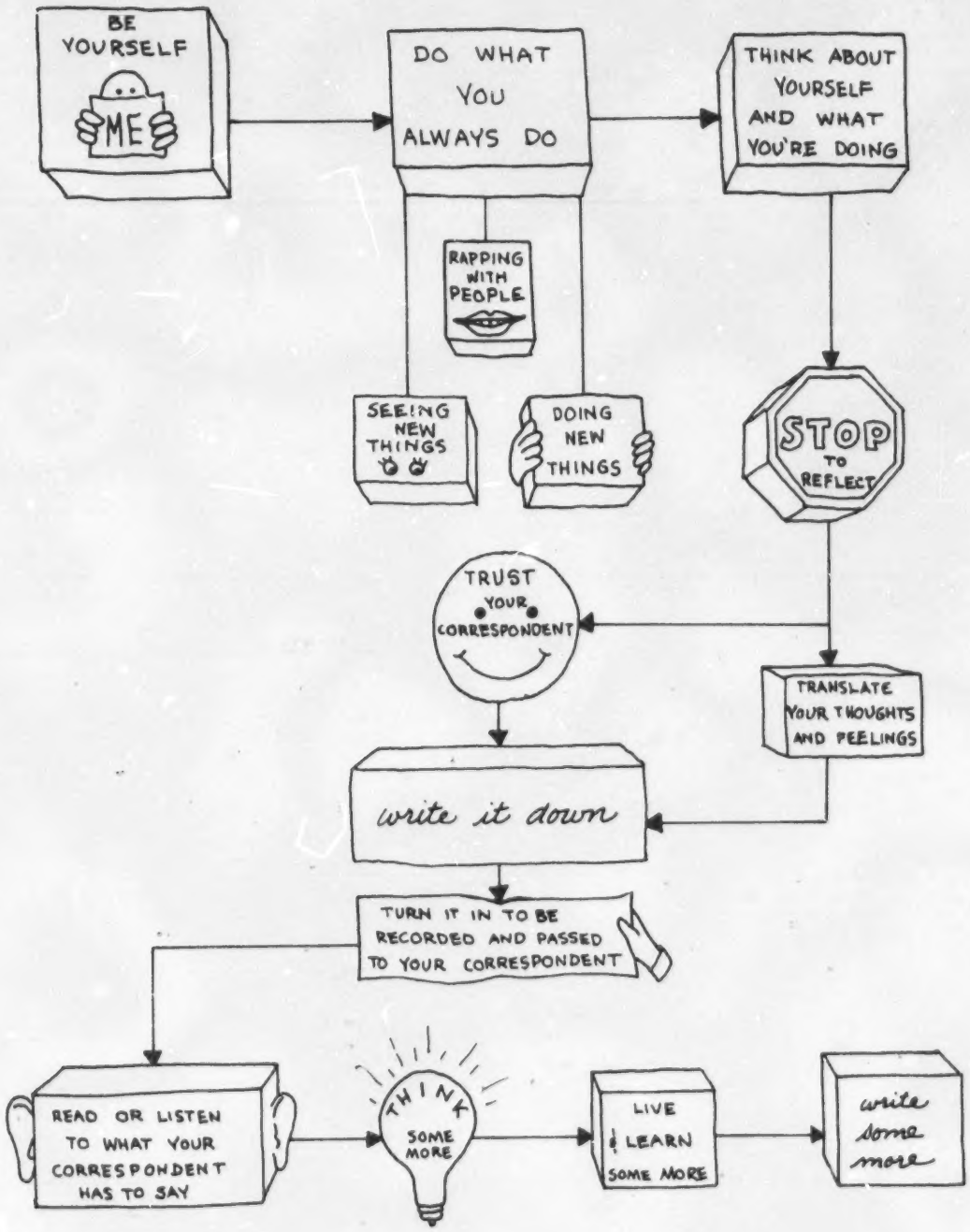
By completing this competency you will learn how to protect yourself in cold weather emergencies and learn what items to carry in your car during the winter.

No. 15 - Cooking

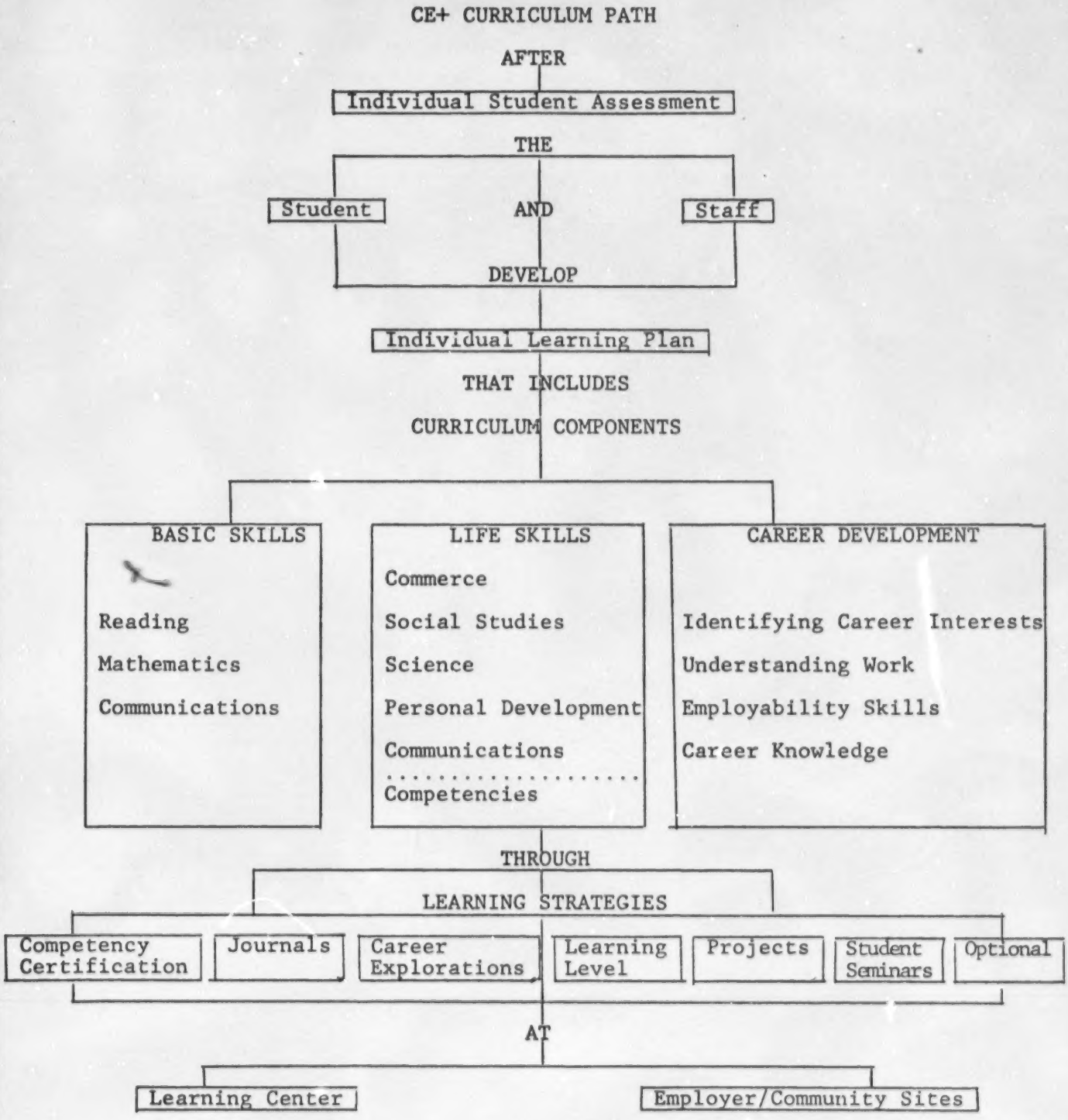
You will learn how to plan a menu so it is nutritionally balanced and have the actual experience of preparing meals.

Appendix E

Writing a Career Journal


BE YOURSELF
ME
DO WHAT YOU ALWAYS DO
THINK ABOUT YOURSELF AND WHAT YOU'RE DOING
RAPPING WITH PEOPLE
SEEING NEW THINGS
DOING NEW THINGS
STOP TO REFLECT
TRUST YOUR CORRESPONDENT
TRANSLATE YOUR THOUGHTS AND FEELINGS
write it down
TURN IT IN TO BE RECORDED AND PASSED TO YOUR CORRESPONDENT
READ OR LISTEN TO WHAT YOUR CORRESPONDENT HAS TO SAY
THINK SOME MORE
LIVE & LEARN SOME MORE
write some more

Appendix F


CE+ CURRICULUM PATH
AFTER
Individual Student Assessment
THE
Student
AND
Staff
DEVELOP
Individual Learning Plan
THAT INCLUDES
CURRICULUM COMPONENTS
BASIC SKILLS
Reading
Mathematics
Communications
LIFE SKILLS
Commerce
Social Studies
Science
Personal Development
Communications
Competencies
CAREER DEVELOPMENT
Identifying Career Interests
Understanding Work
Employability Skills
Career Knowledge
THROUGH
LEARNING STRATEGIES
Competency Certification
Journals
Career Explorations
Learning Level
Projects
Student Seminars
Optional
AT
Learning Center
Employer/Community Sites

Appendix G

IN-SERVICE AGENDA

School Staff Members

General Career Education Information
- what is career education
- what is experience-based career education
- need for career education

Career Education Plus Curriculum
- overview of curriculum path
- explanation of curriculum components
- existing job sites
- student requirements and responsibilities
- grading and evaluating
- staff roles and responsibilities
- materials and resources

Community Involvement
- employer instructors
- advisory board
- competency certifiers
- parent seminars
- resources

Questions and Answers

Appendix H

Student Orientation Schedule

Day 1
Roll Call
Announcements
Intros
Cards
Name Game
Background
Slide/Tape Presentation
Student Questionnaire
Visit with Former Students

Day 2
Learning Path
Discussion of Requirements
(Handbook, Sign In Sheets, Activities, Grades, Zones, etc.)
Film (Work and You)
Learning Style Self Assessment

Day 3
Review
Site Learning and Exploration Guides
Resources and Competencies

Day 4
Projects
Tentative Selection of Required Areas
Meetings with Learning Manager